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ABSTRACT

A teacher's guide to developing global perspectives about nuclear arms control among proactive action students in rural schools oulines the historical development of the current nuclear situation, describes a nuclear age curriculum, explains the importance of proactive and global perspectives, covers simulated situations, and provides a glossary of 23 selected nuclear arms terms. The history of nuclear arms development from World War II to the present is described. Emphasis is given to the idea that a nuclear age curriculum should include in-depth investigation of divergent views and allow students to form their own opinions. The importance of an active citizenry with a global perspective is also emphasized. Ways to develop global consciousness among students in rural schools are briefly noted: audiovisual and printed materials, guest speakers, enrichment resource materials, exchange student programs, field trips, group travel, small group research, simulation, clubs, pen-pal activities, festivals, adoption of needy children, community-based research, staged activities, and high school students reading stories about other lands to children in lower grades. The Proactive Action Model (perception--thought pattern--action) and a simulated international conference on nuclear arms limitation are outlined. Nineteen resource organizations and their addresses are listed. (MH)

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DEVELOPING GLOBAL PERSPECTIVES ABOUT NUCLEAR ARMS CONTROL AMONG PROACTIVE ACTION STUDENTS IN RURAL SCHOOLS: A Teacher's Guide

Richard Peters, Ed.D.

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

MAY 1984

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Dr. Peters has been involved with K-12 instructional program development re: career education, environmental education, global studies, humanities, English language arts, and the social studies.

In 1976, the National Council for the Social Studies published Dr. Peters' HOW TO TEACH ABOUT HUMAN BEINGS AND THEIR ENVIRONMENT as part of the NCSS How To Do It Series.

Since 1981, Dr. Peters has had several global studies articles published by Environmental Education Report, Social Studies Supervisors Association Newsletter, Social Studies Teacher, and ERIC.

Dr. Peters has been involved with the development, delivery, and evaluation of:

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In 1982, Dr. Peters was the recipient of a Fulbright Grant to study culture/history in India.

THE CENTER FOR APPLIED ECO/SOCIAL STUDIES

INTRODUCTION

In November 1983, the American Broadcasting Company's presentation of " The Day After " brought into the homes of the American people the reality of our planet's vulnerability to a nuclear holocaust -- and total destruction .

Since that sobering event, there has been much debate and expression of diverse views regarding the need for nuclear arms production/deployment controls. Should these controls be voluntary or mandated by the earth's human population ? Should controls be unilateral ? Bilateral ? Which adversary, the Soviet Union or the United States should be the first to make an irreversible commitment to nuclear arms control ? How will verification take place ? What is the future of humans, on earth, if nuclear arms controls don't happen ?

"Developing an awareness and understanding of the world"

PERSPECTIVE

In 1983, the Catholic Bishop's Pastoral Letter denoted the seriousness of the nuclear arms race. The Nuclear Freeze Movement gained momentum and support, nationwide, and the Citizens Against Nuclear War (CAN) was organized. A prime goal of CAN: to focus the public's attention upon issues involved with arms control and disarmament.

Background. With the successful conclusion of World War II, former war-time allies; the Union of Soviet Socialist Republics (USSR) and the United States, became military and political adversaries. In 1945-1946, there was a stampede to align war-torn Asian and European nations into EAST/WEST camps. While the Soviet Union was insistent upon creating a buffer zone around its borders; in order to prevent future invasions of the motherland similar to that of Nazi Germany in 1942, the WEST was equally determined to halt the spread of Soviet Communism throughout Asia and Europe. Thus, military alignments were created on both sides; the Warsaw Pact in Eastern Europe, the North Atlantic Treaty Organization (NATO) in Western Europe, and the Southeast Asia Treaty Organization (SEATO).

By 1949, the United States clearly possessed a military advantage over the Soviet Union in atomic weaponry. The Soviets were hastily attempting to catch-up and to achieve nuclear weapon parity with the United States.

1949: The Soviet Union detonated its first atomic bomb

1952: The United States tested a hydrogen bomb

1953: The Soviet Union tested a hydrogen bomb.

In the 1950's, the United States adopted a formal diplomatic policy of massive nuclear retaliation -- as a deterrent to future Soviet expansionism. This deterrent power policy demanded a national commitment to nuclear weapon superiority. Sophisticated weapon systems were developed and deployed throughout Western Europe; aimed at the heartland of the USSR. By the end of the decade, both the Soviet Union and the United States had developed intercontinental ballistic missile (ICBM) systems.

During the 1960's, efforts to control the development and deployment of nuclear weapon systems were somewhat negated by the Cuban Missile Crisis (1962).

1963: Limited Test Ban Treaty ended the atmospheric testing of nuclear weapons

1967: Outer Space Treaty banned the deployment of nuclear weapons in outer space

1968: NonProliferation Treaty prevented the acquisition of nuclear weapons by additional countries

1968: Strategic Arms Limitation Talks (SALT) were abruptly halted with the Soviet invasion of Czechoslovakia.

Throughout this period of negotiations and treaty-making, the Soviet Union and the United States continued to stockpile nuclear weapons, and to develop new systems.

1972: ABM Treaty limited the deployment of defensive anti-ballistic missiles

SALT I limited the number of ballistic missiles which could be added to existing stockpiles.

Again, while negotiations were taking place, the Soviet Union and the United States feverously developed new offensive/defensive nuclear weapon systems.

Update. In an April 1984 public opinion poll of 1,000 Americans, the Committee on the Present Danger discovered that while eighty-one percent of the respondents favored a bilateral nuclear arms freeze at current weapon levels, seventy percent of them were opposed to a bilateral freeze unless it could be verified.[1]

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[1] Leslie Phillips, "Poll: Freeze Favored - If Its Verifiable," USA TODAY, April 20, 1984, pg. 7A

Certainly, the nuclear arms race has had impact upon our daily lives. There is no place to hide; no safe haven for anyone!

THE NUCLEAR AGE CURRICULUM

In order for students to clearly understand the issues of nuclear weapon development and the nuclear freeze movement, they must be logically and systematically introduced to them as part of continuous and sequential science and/or social studies curricula.

The inclusion of the nuclear age; a study of nuclear energy for purposes of war and peace, into the school curriculum does not mean providing a 'soap box' for a one-sided indoctrination; a skewed and therefore biased point--of--view, but rather an indepth investigation of divergent views. It is for students to make up their individual and collective minds, and for them to form their personal opinions on the issue(s).

How can bilateral disarmament be best achieved? Short of disarmament, how can a reduction in weapon production and deployment be accomplished? How can weapon system reduction and/or disarmament be verified?

PROACTIVE PERSPECTIVES

There is only one effective way to achieve bilateral nuclear arms reduction and, eventually, weapon system disarmament: global public pressure brought to bear on the Soviet Union and the United States.

How can this global public pressure best be achieved? The human citizenry of earth must be properly informed, and helped through the formal education process, to understand the clear-and-present danger of an uncontrolled nuclear arms race.

Simply because students live in small rural communities in the United States, and elsewhere, does not mean that they can not/will not be directly affected by an uncontrolled nuclear arms race or by either a limited or all-out nuclear war. There is nowhere to hide! Nuclear destruction and doom have a blanket effect; they apply equally to us all.

Thus, there is a need for all people; whether they be rural or urban-oriented, American - Russian - or whatever other nationality, be aware of the clear-and-present danger of an uncontrolled nuclear arms race, and to understand the issue clearly so that rational decisions can be made -- to solve this crisis -- on a global scale.

Individuals must come to realize that they can have input into the nuclear arms race debate, and that through unity of common purpose, they can have an impact upon decisions made and courses-of-action taken.

The nuclear arms race issue is not the typical US versus THEM confrontation situation ... but rather a WE crisis situation. The 'other side' (THEM) cannot survive without US, and 'our side' (US) cannot survive without THEM. WE are dependent upon each other for daily survival on earth.

National boundries, diverse political ideologies, and conflicting economic philosophies have no relevance to this issue -- and to its solution. This is strictly a 'people' issue which can only be resolved by people!

DEVELOPING A GLOBAL PERSPECTIVE

Students must be trained/experienced in critical thinking and decision-making, if they are to possess the abilities and skills necessary to become active participants in the resolution of issues of global magnitude.

Rural school students can be trained/experienced in the art of critical thinking and decision-making --- as part of an existing social studies curriculum. A blending or fusion of current events with historical studies will provide opportunities for students to perceptually connect the PAST with the PRESENT; to better anticipate the FUTURE. In order to successfully build the conceptual/perceptual bridges between the PAST and the PRESENT, students must be committed to act --- based upon decisions made.

A proactive action student (PAS) is an individual who has been exposed to divergent views re: ecological/social issues; who has been trained in the use of inquiry and decision-making skills; who has opportunities to apply and enrich inquiry and decision-making skills in real/vicarious learning situations; who can critically assess alternative courses-of-action and will choose the alternative which is deemed 'best' -- in the given situation; and who is committed to act ... in order to achieve a clearly defined goal. The proactive action student is unselfish. Student 'proactivism' is the overt process of putting the WE concept into practice!

GETTING FROM 'HERE' TO 'THERE' - Developing the Global-Conscious Individual

In order for any individual to develop a 'global consciousness', he/she must be exposed to the several worlds around him/her.

There are several ways by which exposure can be achieved; direct/real life confrontations/experiences with diverse groups/cultures, and indirect/vicarious experiences which serve to expand/enrich an individual's perceptual awareness of the worlds about him/her.

A global-conscious person must be a citizen of the world. In the nuclear age, "those who hold the responsibility of citizenship and those who are about to come into it ... have not only the right but the need to know the facts and realities of the nuclear age"[2].

There are several exposure/enrichment strategies and techniques which can be used to affect global consciousness among students in rural schools; in elementary and secondary grades alike.

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2 Willard Jacobson, Betty Reardon, and Douglas Sloan, " A Conceptual Framework for Teaching About Nuclear Weapons," Social Education (NCSS), November/December 1983, pg. 475.

- Audiovisual materials (films, filmstrips, slides, and video tapes) provide sights and sounds for vicarious exposure to the diverse cultures of the world;

- Printed materials (books, magazines, and travelogue-type publications) provide exposure to the natural/social characteristics of global lands and cultures;

- Guest speakers expose students to lifestyles in foreign cultures as well as customs and dress;

- Enrichment resource materials from organizations, embassies, and the United Nations provide a basis for student inquiry and exposure to diverse views re: contemporary issues of global magnitude;

- Exchange student programs provide direct exposure to/ interaction with diverse cultures and people;

- Field trips to community/area facilities which highlight and emphasize global consciousness ... thus providing opportunities for direct inquiry and active learning;

- Group travel to selected foreign lands for prescribed periods-of-time ... to directly expose students to diverse cultures/ people;

- Small group research to enable students to role play social scientists ... as they collect/analyze data, form hypotheses, test hypotheses, draw conclusions, propose courses-of-action, and act according to their convictions;

- Simulation activities provide opportunities for students to actively participate in the learning process and to contribute to the development of learning activities;

- Clubs can be organized which emphasize global issues ... thus providing students with opportunities to investigate/debate current events;

- Pen-pal activities enable students to communicate with peers in other lands ... thus providing opportunities for better understanding of diverse cultures-lifestyles;

- Festivals which depict global cultures/customs directly involve students in the study of global community members;

- Adoption of needy children provides students with opportunities to communicate directly with someone in another land; to learn more about them and their daily lifestyle;

- Community-based research involves students in the polling of local opinions re: specific global issues ... thus expanding their understanding(s) of home-town sentiment;

- Students in the upper elementary grades and/or secondary grades present staged activities for lower grade students;

- High school students read stories about children in other lands to those students in the lower grades.

The point to be made here is: initially, students need some type of exposure to diverse global cultures and peoples before they can rationally form opinions. Once this initial exposure has taken place, then it is time to enrich it with a 'mix' of direct and vicarious experiences. Equipped with a basic understanding of the similarities/differences among global nations, students (in the upper grades) are prepared to deal with controversial issues such as the nuclear arms race. Issues which are open-ended and do not provide the 'correct' answers. Issues which allow for debate and the input of many opinions. In these issue conflict situations, students are not given facts and answers ... but are asked to use data to generate solutions to unsolved problems of global magnitude.

PAM

In order to emphthize with peoples of diverse cultures and historical/political perspectives, students must role play individuals/groups ... based upon inquiry/ research/discovery activities.

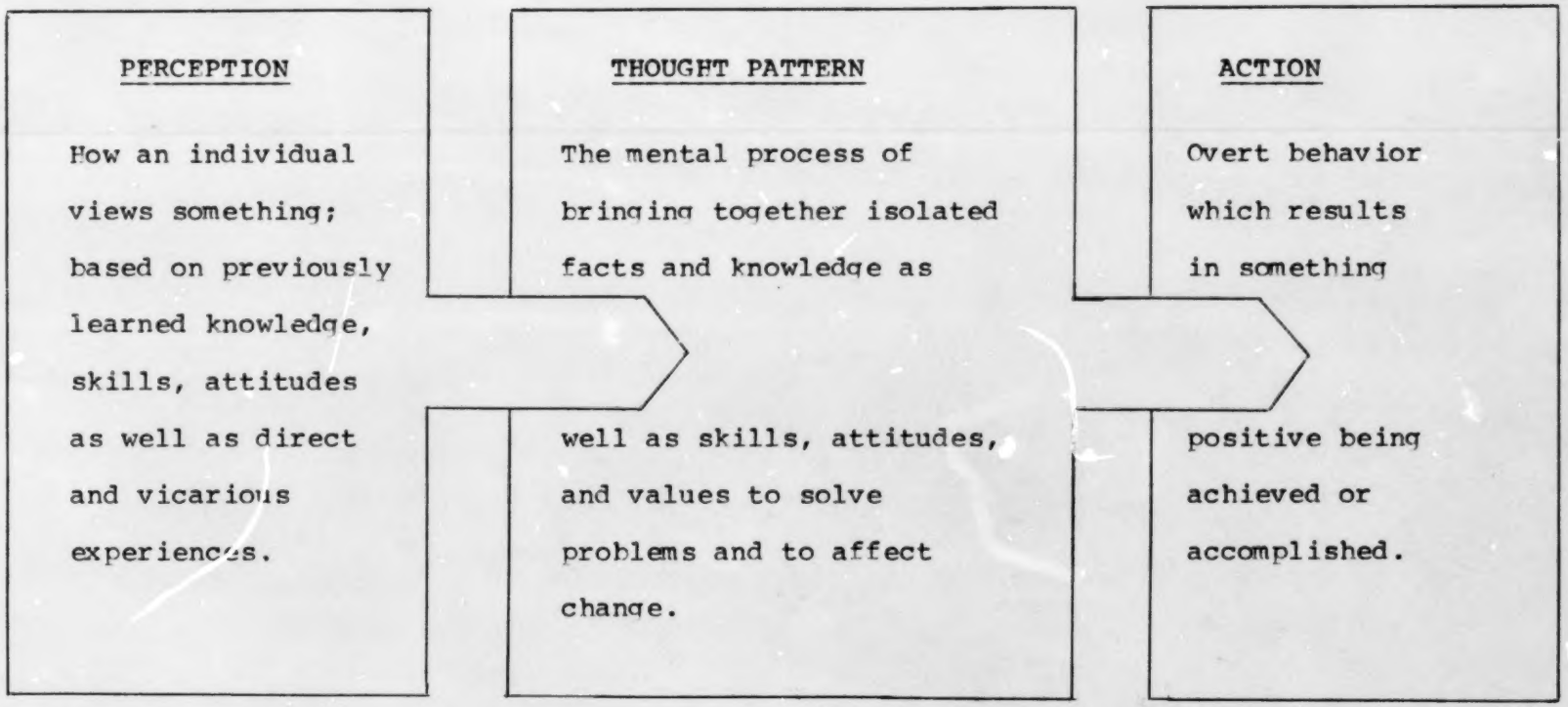
Through studies of given nations, students will be exposed to the character of diverse lands and social groups. With knowledge amassed, students can better relate to the political positions which particular nations take re: the nuclear arms race.

In contrived simulation situations, students role play characters attending an international conference on the limitation of nuclear weapons production and deployment.

- Students are provided with conference fact sheets; background information upon which to build their national responses;

- Each national delegation researches the topic and amasses data;

- Collected data is analyzed and a position statement is developed by each delegation.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, attitudes as well as direct and vicarious experiences.
THOUGHT PATTERN
The mental process of bringing together isolated facts and knowledge as well as skills, attitudes, and values to solve problems and to affect change.
ACTION
Overt behavior which results in something positive being achieved or accomplished.

PROACTIVE ACTION MODEL (PAM)

P E R C E P T I O N

IF a nuclear holocaust should ever occur ... no human being or group of human beings would survive to lead normal and productive lives.

As Premier Nikita Khrushchev remarked in 1962, " the survivors (of a nuclear war) would envy the dead " .

Therefore, there is an urgent need to end the nuclear arms race (or at least to control the production and deployment of nuclear weapons) ... if the human species is to expect to survive and prosper in the decades and centuries ahead.

The nations of the world -- the people of the world -- must unite in an attempt to monitor the production and deployment of nuclear weapons ... both in the EAST and the WEST.

T H O U G H T P A T T E R N

Delegates from several First, Second, and Third World nations meet to debate the nuclear arms race, and to propose solutions to the problem .

Each national delegation comes to the conference with public opinion data collected from various polls conducted in each nation. Thus, the opinions of the masses will have input into the upcoming debates.

Meeting in small work groups, delegations propose conflict resolution plans which are debated and submitted to the general session for approval or rejection .

Several resolutions are debated and the general session adopts a statement of official position .

A C T I O N

The resolution adopted by the delegates to the Conference on the Limitation of Nuclear Weapons Production and Deployment is presented to the General Assembly of the UNITED NATIONS .

Each nation which supports the Conference resolution compiles a statement of position .

The several statements of position are formally presented to the UNITED NATIONS ambassadors of the Soviet Union and the United States .

Each nation attending the Conference agrees to publicize the meetings back home, and to mount a public opinion campaign aimed at bringing international pressure upon the 'super powers ' to cease and desist ' .

STATEMENT

Only alert and issue-conscious, global citizens can affect shifts in the nuclear arms race policies of the Soviet Union and the United States .

In order to affect change in policies, alert and issue-conscious, global citizens must possess indepth knowledge re: diverse cultures/social groups, and must be keenly aware of current, global events. Such knowledge and insights are derived from involvement with continuous - integrated - sequential global studies curricula; elementary and secondary grades.

Involvement with the **PROACTIVE ACTION MODEL (PAM)** will provide students with simulated situation experiences upon which to build insights and understandings of the cultural/historical/political diversity of human groups and nations.

Airborne warning and control system (AWACS) -

flying command posts with the capability to identify enemy aircraft and to control both offensive strike and defensive missions.

Anti-ballistic missile (ABM) system -

a system of defensive missiles capable of destroying incoming offensive strike missiles.

Arms control -

unilateral or bilateral action to limit or regulate the production and deployment of conventional and non-conventional weapons.

Ballistic missile -

a missile which moves on a free-falling trajectory under the influence of gravity.

Circular error probable (CEP) -

a measure of missile accuracy; the radius of a circle around a specific target in which fifty percent of the missiles aimed at that target will land.

Counterforce -

any weapon system and/or offensive strategy directed against an enemy's military forces.

Deterrence -

the threat of unacceptable retaliatory damage to dissuade a potential enemy from initiating an attack.

Disarmament -

all measures related to the prevention,limitation, reduction, or elimination of weapons and military forces.

Disarming strike -

an attack designed to destroy all or a large portion of an enemy's strategic nuclear forces before they can be launched.

First strike -

an initial attack with nuclear weapons.

General and complete disarmament (GCD) -

the total abandonment of military forces and weapons by all nations at the same time.

Intercontinental ballistic missile (ICBM) -

a missile which has a strike range of four thousand or more nautical miles.

Launch-on-warning doctrine -

a nation's strike force is activated to assume an offensive posture on receipt of warning that an enemy has initiated a missile attack.

Nuclear freeze -

a variety of proposals calling for a cessation to the testing, production, and deployment of all nuclear weapons and delivery systems.

Nuclear weapon-free zone -

an area in which the production and deployment of nuclear weapons is prohibited.

On-site inspection -

a method of arms control agreement verification whereby representatives of a designated organization have direct access to view force deployments and/or weapon systems.

Parity -

a level of forces at which opposing nations possess approximately equal capabilities.

Preemptive strike -

a damage-limiting attack launched in anticipation of an enemy's attack.

Proliferation-

the spread of weapons; horizontal proliferation: the acquisition of nuclear weapons by nations not previously possessing them, and/or vertical proliferation: increasing the nuclear arsenals of nations already possessing nuclear weapons.

Second strike -

a retaliatory attack after an enemy's first strike; a nation's capacity to counter-attack.

Submarine-launched ballistic missile (SLBM) -

any ballistic missile launched from a submarine.

Triad -

the composition of the United States' strategic strike force: land-based intercontinental ballistic missiles; submarine-launched ballistic missiles; and long-range bombers.

Yield -

the force of a nuclear explosion expressed at the equivalent of the energy produced by tons of TNT.

RESOURCE ORGANIZATIONS

CENTER FOR DEFENSE INFORMATION
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CHILDREN'S CAMPAIGN FOR NUCLEAR DISARMAMENT
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